

平成25年2月22日(金)

平成24年度中学校英語教育研修会

「新学習指導要領の趣旨に沿った授業実践例」

★4技能の総合的な指導をめざして★



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Let's enjoy the game!

(前半:first half)

Only move your mouth!

No sound!

(後半:second half)



Guess the words and sentences that your partner wants to enunciate.

the chair which I want to buy



the game which I like playing



the taxi which people in NY take everyday



the signpost which people must check



ONE WAY

DON'T HONK
\$350 PENALTY

TURNING VEHICLES

NO
EX
1
EXC
—
MU
SP-2160

DON'T HONK
\$350 PENALTY ONLY.
DEPT. OF ENVIRONMENTAL PROTECTION
BUREAU OF AIR RESOURCES

the popular jelly which she likes



the bugs which Eiji ate in China



the beer which I have loved since 2004

ビールは袋に
入れるよ！
*You can save the
earth!?*



2つの文をつなぐ関係代名詞 *which*

名詞 + *which* + 主語 + 動詞

(○○が△△する/した → 名詞)

This is the book *which I want to read.*

NY is the city *which he likes the best.*

Do you have the CD *which I gave you ?*

The lunch *which you made* was good!



What to do now!

★グループで協力して、答えを見つけよう

①正確に問題文をWSに記入。

②正確に答えをWSに記入。

③ホワイトボードにグループの答えを

英語で記入しよう！

★上位 3チーム全員がシールGET！

This is something
which we use in a rainy day.

Umbrella, raincoat



This is something

which we need to survive.



air

od

gen
2024

Do you know the country
which Mr. Eiji has been to?



This is something

which we have in our hearts.





学習のまとめ *summary*

★「身の回りにある物」や「紹介したい物・動物」について表現してみよう！

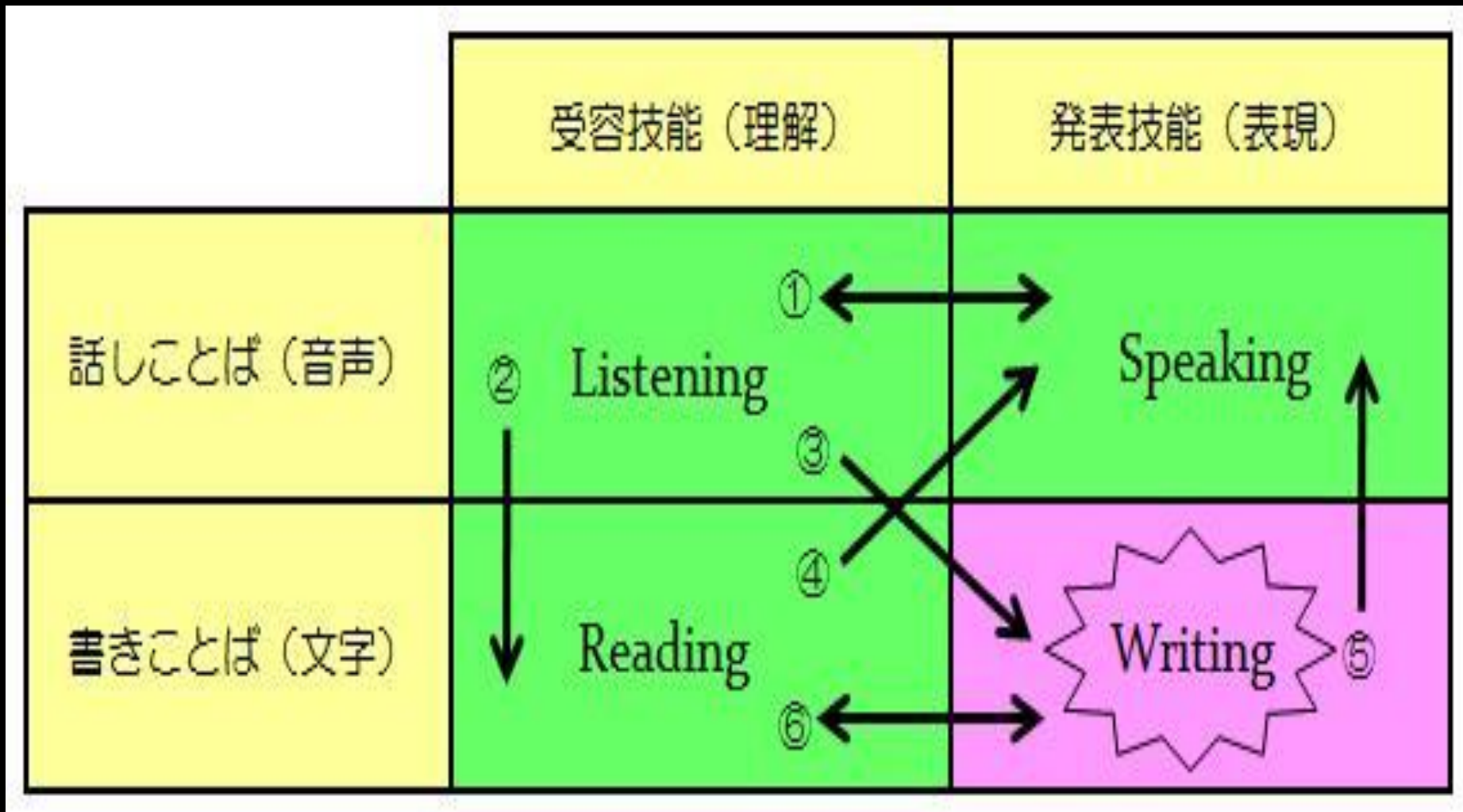
This is the + **名詞** + <**which**+**主語**+**動詞**>

example

This is the **CD** **which** I bought yesterday.

(これは**昨日私が買ったCD**です。)

4技能を関連付けた言語活動の分類



岡 秀夫・赤池 秀代・酒井 志延

『「英語授業力」強化マニュアル』 2004年 大修館書店より

研修後の実践事例や今後の展望 ～持続可能な指導力向上をめざして～

- ① ICT（パワーポイントや動画）の活用
- ② 毎時間リスニング問題の機会を保障！
- ③ 英語科教授法や心理学の復習
- ④ 英語専用教室の運営



※教材収集力

※英語力維持・向上



What do you say about “ICTs”?

- How many teachers do you use ICTs in your classes?
- There are some advantages and disadvantages when we use ICTs in our classes.

Equipments

MEXT (2010) http://www.mext.go.jp/a_menu/shotou/zyouhou/_icsFiles/afieldfile/2011/07/22/1308646_1.pdf
http://www.mext.go.jp/a_menu/shotou/zyouhou/_icsFiles/afieldfile/2011/09/05/1308365_1_1.pdf



82.9%



84.7%



53.3%



37.9%



39.0%



Why don't you put a video clip in your class? It can be something!

- Engage students and make them motivated!
- Not too difficult!
- You don't have to take much time to prepare.
- Be careful not to violate copyright.
- Should not be long.

ICTを活用した授業実践（留意点）

- 知的好奇心をくすぐる素材のスライドを準備する。
- スライドは消えてしまう！ → 黒板の併用
- 視覚的や聴覚に訴え、分かりやすく簡潔に！
- 場面設定や練習・活動時間の確保が目的である。

Spoon Feeding ×
Learning by doing ○

Teacher-centered ×
Student-centered ○



Match the Be verbs! (基本: 現在形)

- He **is** your room mate.
- She **is** a student.
- It **is** true.
- I **am** happy.
- You **are** a singer. /singers.
- They **are** teachers.
- We **are** friends.

is
am
are

bridge



This is a famous bridge in NY.



受動態「～される、～された）」

主語 + be動詞 + 過去分詞 + by…
(何が) (～される、～された) (…によって)

Eiji took the picture in NYC.

栄治はニューヨークでその写真を撮りました。

The picture **was taken** by Eiji

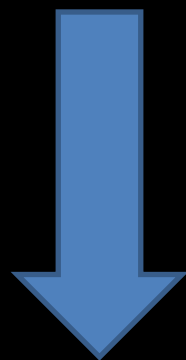
その写真は栄治によってニューヨークで撮られました。

受動態の疑問形(～されますか、～されましたか?)

New York **is called** “ the Big Apple”.

ニューヨークはビッグアップルと呼ばれています。

Be動詞を先頭に出すだけ!



Is New York **called** “the Big Apple” ?

ニューヨークはビッグアップルと呼ばれていますか?

<答え方> **Yes, it is.** / **No, it isn't.**

Let's practice more!

★ Have you ever played
bungee jumping?



Let's practice more!

Have you ever *enjoyed* shooting ?



Yesterday I [] my first sign language class. Our teacher [], “You should sign each word with feeling.” For example, when we sign “fun,” we should [] It []s communication easier.

I [] some deaf people in the class. I was able to [] with them a little in sign language. It [] me very happy.

I [] a lot from this experience.

If you're interested, why don't you [] us?

Yesterday I **had** my first sign language class. Our teacher **said**, “You should **sign** each word with feeling.” For example, when we sign “fun” we should **smile**. It **makes** communication easier.

I **met** some deaf people in the class. I was able to **talk** with them a little in sign language. It **made** me very happy.

I **learned** a lot from this experience. If you’re interested, why don’t you **join** us?

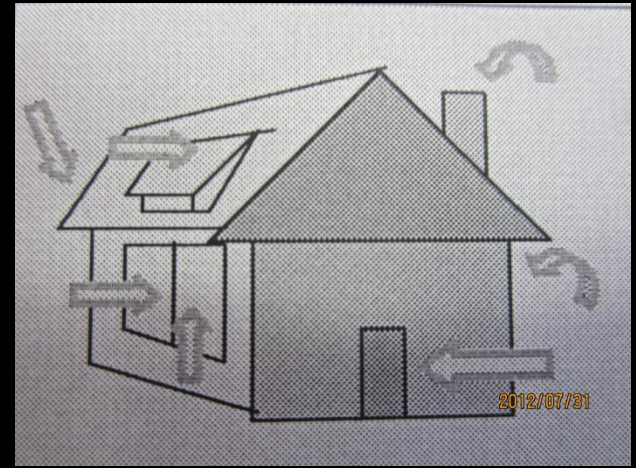
student-centered teaching style!



学生の立場になって感じたこと

- わかる喜び！上達している喜び！
- わからない不安！発表したいけど・・・
- 教師のアドバイスで頭の中が明るくなる感覚！
- ユーモアがあり、緊張感のある授業が楽しい！
- 仲間との教え合いがしたい！
- 視覚や聴覚に訴えた教材はわかりやすい！
- 宿題や課題へのフィードバックがほしい！
- 準備が不十分な授業や評価に対する不信感！

Multiple Intelligence



Linguistic (言語的知能)

Logical-mathematical (数学的・論理的知能)

Musical (リズム・音楽的知能)

Body-kinesthetic (身体的・運動的知能)

Spatial (空間的・視覚的知能)

Interpersonal (対人関係の知能)

Intrapersonal (内観の知能)

Natural-Environmental (自然・環境の知能)

Howard Grader (1983)

学習者心理

★アークスモデル

ARCS Model of Motivation Design(Keller)

Why don't you make sure your teaching style from these points of view?

- 1) **A**ttention (注意喚起)
- 2) **R**elevance (自己との関連性)
- 3) **C**onfidence (自信)
- 4) **S**atisfaction (満足感)



Where are we now?

The mediocre teacher tells.

The good teacher explains.

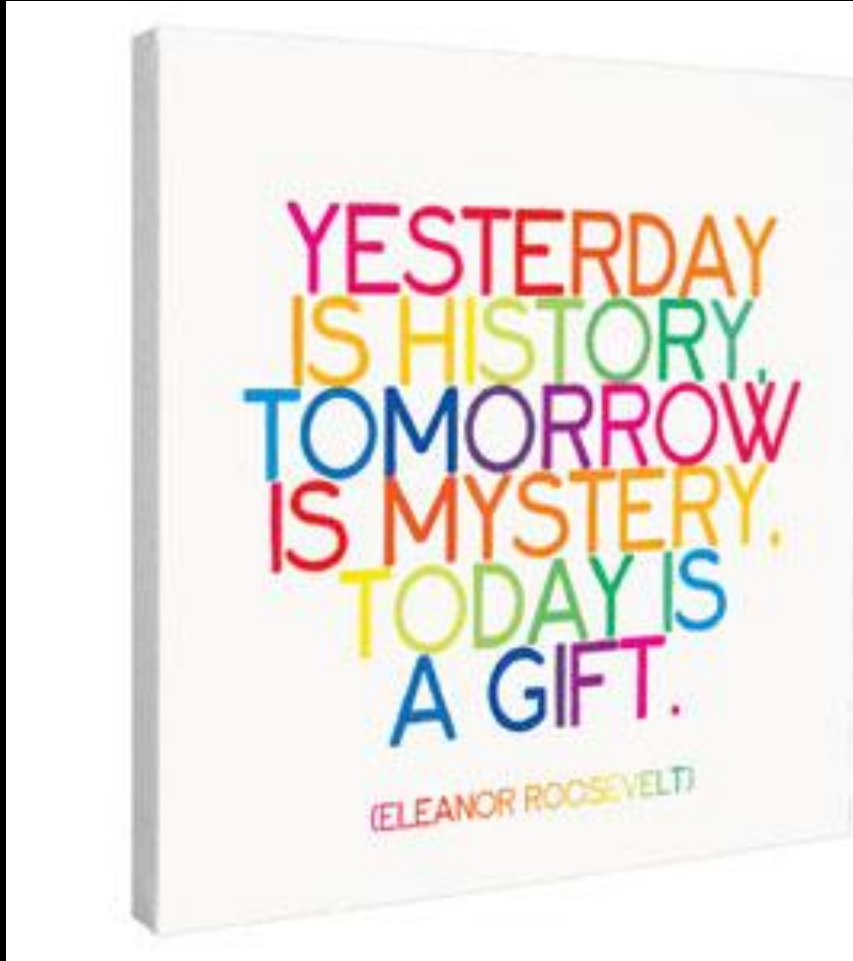
The superior teacher demonstrates.

The great teacher inspires.

William Arthur Ward 数学者



Many thanks for all of you!



That's why it is called **present**.